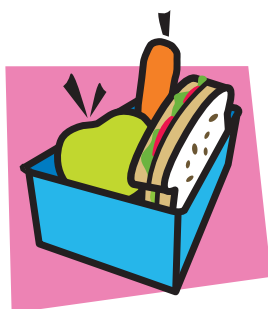


Kids – 'Go for your life'

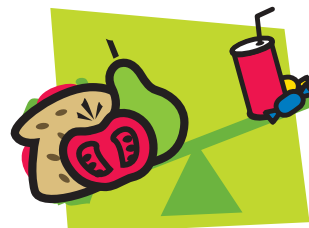
Primary school



TAP INTO
WATER
EVERYDAY



PLANT
FRUIT & VEG
IN YOUR
LUNCHBOX



LIMIT
'OCCASIONALLY'
FOODS



MOVE,
PLAY
AND **GO**



TURN OFF,
SWITCH
TO **PLAY**



STRIDE AND
RIDE

Curriculum Planning Resource

Kids – ‘Go for your life’

Curriculum Planning Resource

Introduction

The **Kids – ‘Go for your life’ Curriculum Planning Resource** provides guidance to schools committed to enhancing their curriculum program to encourage healthy eating and increase daily physical activity. This resource promotes and demonstrates how schools can use existing resources and teacher materials when producing their own units of work.

Schools are encouraged to adopt a cross curricular approach to healthy eating and physical activity in line with the Victorian Essential Learning Standards (VELS). This resource has been designed to assist Member schools to structure this element of their curriculum.

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Kids – ‘Go for your life’

Curriculum Planning Resource

Kids – ‘Go for your life’

Kids – ‘Go for your life’ is a state-wide initiative funded by the Victorian Government and managed by Diabetes Australia – Vic and Cancer Council Victoria. Kids – ‘Go for your life’ aims to improve healthy eating and physical activity behaviours of Victorian children, by working with early childhood services (child care, family day care and kindergartens) and primary schools to support the promotion of healthy eating and physical activity in these settings through an Award Program.

The Kids – ‘Go for your life’ Award Program provides a guide to creating healthier environments for children to enjoy healthy eating and active play every day. Similar to SunSmart, the Kids – ‘Go for your life’ Award Program recognises Victorian early childhood services and primary schools that support children’s health and wellbeing.

Kids – ‘Go for your life’, through the Award Program, promotes six **healthy eating** and **physical activity** messages:



Increase daily consumption of water and reduce the total intake of sweet drinks.



Increase active play and physical activity.



Increase fruit and vegetable consumption.



Reduce sedentary behaviour and turn off screen-based activities.



Decrease consumption of energy-dense foods and drinks.



Increase active transport

Partner Programs

Kids – ‘Go for your life’ partner programs include the **Fruit + Veg Program** managed by Home Economics Victoria, Nutrition Australia’s **‘Go for your life’ Canteen Advisory Service**, and **Filling the Gaps** managed by The Royal Children’s Hospital and the Murdoch Research Institute

‘Go for your life’

‘Go for your life’ is Victoria’s whole of government program to promote healthy eating and physical activity to prevent obesity and chronic disease.

‘Go for your life’ programs, including Kids – ‘Go for your life’, aim to improve the health and wellbeing of Victorians at a grassroots level by raising community awareness of what individuals can do to feel better and live longer in healthier communities.

‘Go for your life’ supports a suite of initiatives with over 40 programs and over 180 activities targeted to a range of audiences from those in early childhood years to senior Victorians.

Some recent stand-out successes include the implementation of the ‘Go for your life’ *Life! Taking Action on Diabetes* lifestyle change program and the launch of the ‘Go for your life’ – *Positive Body Image Strategy*. The strategy comprises of the Positive Body Image Grants, Body Think program and the Media Code of Conduct on Body Image.

The ‘Go for your life’ Community Education Program is predominately run through the two ‘Go for your life’ green vans. ‘Go for your life’ Health and Wellbeing professionals travel around Victoria spreading the messages of healthy and active living to all Victorians. The schools’ program is a large component of the Community Education Program and visits can be tailored to coincide with the theme or unit of work the students are completing. More information about the **‘Go for your life’ Community Education Program** can be found following this link.

‘Go for your life’ website

The ‘Go for your life’ website provides a range of healthy eating and physical activity tips along with local community events, healthy recipes and games.

‘Go for your life’ Infoline – 1300 73 98 99

The ‘Go for your life’ Infoline provides useful information on physical activity, healthy eating and community activities for all Victorians. Whether enquiring about physical activity, healthy eating or community involvement, the ‘Go for your life’ Infoline will give you the information you need: Contact the Infoline on 1300 73 98 99.

Credits and Contributions

Authors

Martin Richards – Education Consultant and the
Director of Transcend – Ability Education Pty Ltd

Natalie Russell –
Primary School State Coordinator, Kids – ‘Go for your life’

Acknowledgements

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We would also like to thank and acknowledge the following organisations for permitting us to reference their work within this resource:

Australian Council for Health, Physical Education and Recreation Inc. (ACHPER)

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Dental Health Services Victoria

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Home Economics Victoria

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NSW Department of Sport and Recreation

Nutrition Australia

OzChild

Queensland Department of Sport and Recreation

Queensland Department of Education, Training and the Arts

Stephanie Alexander Kitchen Garden Foundation

Smartplay

TravelSmart

VicRoads

Feedback

Is this resource valuable to your school? Is the format, Victorian Essential Learning Standards information and links to other relevant resources helpful? Do you have any general comments on the usability of this document in developing your units of work?

At Kids – 'Go for your life' we love getting feedback from our Member schools, so please send us your thoughts.

Kids – 'Go for your life'

ps@kidsgoforyourlife.org.au

(03) 8648 1826

1 Rathdowne St, Carlton VIC 3053

Whole School Approach: Curriculum Planning

Schools working towards achieving the Kids – ‘Go for your life’ Award are required to provide a whole school approach to curriculum planning which reflects the Victorian Essential Learning Standards (VELS) and encourages healthy eating and daily physical activity during the outside school hours (criteria 7a).

Schools can provide an effective social environment where factors such as praise, attention, role modelling, expectations, use of rewards, encouragement and sharing, cooperation, dealing with peer pressure and bullying all influence children’s perception and practices of healthy eating and physical activity.

Through the delivery of the VELS, schools can assist students to develop knowledge, skills and behaviours which enable them to take action to improve their healthy eating and physical activity habits.

To support schools to enhance existing school curriculum plans, view activities organised into Prep to Year 2 and Years 3 to 6. Resources indicated include those recommended through a recent evaluation of teacher materials by The Royal Children’s Hospital and the Murdoch Research Institute.

View Activities

View a list of relevant resources to encourage healthy eating and increase daily physical activity.

View Resources

Please note: By clicking on a [green text link](#) you will be taken directly to the relevant resource or to the website to obtain the resource.

Key Messages



Active Living

Activities for **Prep–Year 2** incorporating physical activity across domains. Select activities that:

A1 are domain focused and incorporate being active

A2 encourage being active in short sessions during the school day

A3 encourage being active outside the hours of the school day

Healthy Eating

Activities for **Prep–Year 2** incorporating healthy eating across domains. Select activities that:

B1 focus on making good food and drink choices (limiting 'occasional' foods)

B2 encourage students to grow, prepare and taste healthy foods

B3 encourage students to eat healthy foods and drinks outside the hours of the school day

Prep–Year 2

VELS Levels 1 and 2

Active Living

Activities for **Years 3–6** incorporating physical activity across domains. Select activities that:

C1 are domain focused and incorporate being active

C2 encourage being active in short sessions during the school day

C3 encourage being active outside the hours of the school day

Healthy Eating

Activities for **Years 3–6** incorporating healthy eating across domains. Select activities that:

D1 focus on making good food and drink choices (limiting 'occasional' foods)

D2 encourage students to grow, prepare and taste healthy foods

D3 encourage students to eat healthy foods and drinks outside the hours of the school day

Years 3–6

VELS Levels 3 and 4

A1

Active Living

Opportunities for students to be **active within class lessons focusing on domains that incorporate being active**

Prep–Year 2

Domain/Dimension	Mathematics/Number
Relevant standard/ learning focus*	Calculate simple multiplication as repeated addition, such as $3 \times 5 = 5 + 5 + 5$ (L2).
Links to other Domains/Dimensions	
Suggested activity	In groups, students model arrays. Teacher says the array 4×3 and students move into that positioning aligning as $3 + 3 + 3 + 3$.
Resource for further examples	Play 5, Teacher Manual




Domain/Dimension	Mathematics/Space
Relevant standard/ learning focus*	Specify location as a relative position (L2).
Links to other Domains/ Dimensions	
Suggested activity	<p>Mathematics – Make a simple school map showing 5 key locations in the school. Estimate then calculate the number of steps from the classroom to each location.</p> <p>Space – Use the playground equipment as an obstacle course to reinforce concepts of over, under, beside, through, around, high, low.</p>
Resource for further examples	Play 5, Teacher Manual p25

Relevant Key Message



Relevant Key Message



Domain/Dimension	Mathematics/Measurement	Relevant Key Message
Relevant standard/ learning focus*	Measure using informal units (L1). Describe and compare measurements of length, area, volume, mass and time using informal units (L2).	
Links to other Domains/ Dimensions		
Suggested activity	<p>Use a fundamental motor skill as the basis for measurement lesson. For example:</p> <ul style="list-style-type: none"> • Students throw/roll a ball and informally measure how far it travels. Discuss the need to use the same units if the results are being compared. • Students estimate how many steps to a particular location and then measure counting the number of steps. • How many claps to reach the end of the basketball court. • Create a ball toss piece of equipment using a reused plastic bottle which has a grip handle. • Use the ball toss to create addition problems for students to solve. 5 catches and another 2 catches equals 7 catches ($5 + 2 = 7$). 	
Resource for further examples	<p>ACHPER Resource Fundamental Motor Skills Activities <i>Order form</i> Play 5, Teacher Manual p25 and p31 Playing for life A–Z activities listing</p>	
		Relevant Key Message
Relevant standard/ learning focus*	Add and subtract one and two-digit numbers by counting on and counting back (L2).	
Links to other Domains/Dimensions		
Suggested activity	Circle ball pass – Students stand shoulder to shoulder in a circle and pass a ball around the circle, they count on as they pass to the next person. Pass in the opposite direction to count backwards.	
Resource for further examples	<p>Daily Physical Activity Guide for Schools: Section 4 Circle ball pass, Activity 37 c http://www.sportrec.qld.gov.au/Publications/DailyPhysicalActivityGuideforSchools.aspx</p>	

Relevant standard/ learning focus*	Use ordinal numbers to describe the position of elements in a set from first to tenth (L1). Model the place value of the natural numbers from 0 to 1000 (L2).
Links to other Domains/ Dimensions	
Suggested activity	Number game – Place cards numbered one to 10 for example. Students run from a set distance, e.g 20 metres, and collect a card. Students order themselves according to the number on the cards. Can vary largest to smallest/smallest to largest and/or size of numbers.
Resource for further examples	Daily Physical Activity Guide for Schools: Section 4 Number game, Activity 65a http://www.sportrec.qld.gov.au/Publications/DailyPhysicalActivityGuideforSchools.aspx




Domain/Dimension	English/Reading
Relevant standard/ learning focus*	Match print and spoken text in their immediate environment (L1).
Links to other Domains/Dimensions	
Suggested activity	Students read flash cards labelled with movements such as hop, skip and run. Students act out the movement.
Resource for further examples	Play 5, Teacher Manual p21

Relevant Key Message



Relevant Key Message



Domain/Dimension	English/Writing	Relevant Key Message
Relevant standard/ learning focus*	Write short sequenced texts that include some related ideas about familiar topics (L2).	
Links to other Domains/ Dimensions		
Suggested activity	In pairs students make a letter of the alphabet. The rest of the class identify the letter. Play hopscotch (or similar game) and following the physical activity write a procedural text.	
Resource for further examples	Play 5, Teacher Manual Play 5 activity cards Playing for life A–Z activities listing Downloadable PDFs of each game	
		Relevant Key Message
Relevant standard/ learning focus*	Accurately spell frequently used words, and make use of known spelling patterns to make plausible attempts at spelling unfamiliar words (L2).	
Links to other Domains/ Dimensions		
Suggested activity	Spelling ball – Students spell out words as they throw and catch a ball.	
Resource for further examples	Daily Physical Activity Guide for Schools: Section 4 Circle ball pass, Activity 35 c http://www.sportrec.qld.gov.au/Publications/DailyPhysicalActivityGuideforSchools.aspx	
.....		
Domain/Dimension	Civics and Citizenship	Relevant Key Message
Relevant standard/ learning focus*	Learning focus (no standard at this level). Begin to participate in a range of class and school activities such as recycling, taking responsibility for class resources (L2).	
Links to other Domains/Dimensions	Design, creativity and technology/investigating and designing/producing/analysing and evaluating	
Suggested activity	Discuss the Reduce, Reuse, Recycle message to limit the waste of resources. Show students some simple sports equipment that can be made by reusing materials. Use the ball tosser as an example where students use a plastic bottle with a grip handle, string and an old tennis ball.	
Resource for further examples	Play 5, Teacher Manual p31	

Domain/Dimension	The Arts
Relevant standard/ learning focus*	No standard at this level, students work towards standards for L3.
Links to other Domains/ Dimensions	
Suggested activity	Artist relay – Organise a board for students to draw a picture as a group with students 20 metres away. Call out the object to draw, one student from the line runs to the board and starts the drawing. Call stop and next student runs to continue the drawing.
Resource for further examples	Daily Physical Activity Guide for Schools: Section 4 Number game, Activity 65c http://www.sportrec.qld.gov.au/Publications/DailyPhysicalActivityGuideforSchools.aspx

Relevant Key Message



A2

Active Living

Opportunities for students to be **active** in short sessions during the school day

Prep–Year 2

Domain/Dimension	English/Reading
Relevant standard/ learning focus*	Retell ideas in sequence using vocabulary and phrases from the text, and interpret labelled diagrams (L2).
Links to other Domains/Dimensions	Health and Physical Education/Movement and physical activity
Suggested activity	<p>Laminate cards that describe steps to play outdoor games using simple equipment. Alternatively scan the card and view on electronic whiteboard. Use as a reading focus, students decide on the game to play during recess. Ask students to explain how to play the game in their own words.</p> <p>Provide students with any equipment if required. Students discuss the activity after returning to class.</p>
Resource for further examples	<p>Play 5, Teacher Manual Play 5 activity cards</p> <p>Playing for life</p> <p>A–Z activities listing</p> <p>Downloadable PDFs of each game</p>

Relevant Key Message





MOVE,
PLAY
AND GO



Domain/Dimension	Health and Physical Education/Movement and physical activity
Relevant standard/ learning focus*	Engage in sessions of moderate to vigorous physical activity and describe the link between physical activity and health (L2).
Links to other Domains/ Dimensions	English/Speaking and listening
Suggested activity	<p>Students participate in physical activities set up the Years 5–6 students. <Lunchtime focus groups></p> <p>Students share the new skills they learned and describe the benefits of the activity on their health.</p>
Resource for further examples	OZChild Program Peer activity leaders

Relevant Key Message



MOVE,
PLAY
AND GO

		Relevant Key Message
Relevant standard/ learning focus*	<p>Regularly engage in periods of moderate to vigorous physical activity and describe their feelings about participation in physical activity (L1).</p> <p>Engage in sessions of moderate to vigorous physical activity and describe the link between physical activity and health (L2).</p>	
Links to other Domains/Dimensions		
Suggested activity	<p>Students will participate in a dance-a-thon. They will identify different forms of dance such as ballet, line dancing and modern dancing and gather information such as origin, traditional costume, equipment needed, music and dance steps. They learn a selection of dances to be performed during the dance-a-thon.</p>	
Resource for further examples	<p>Activ-ate Dance, Dance, Dance http://education.qld.gov.au/schools/healthy/active-ate/activities.html</p> <p>Playing for life A-Z activities listing Dance activities</p>	
		Relevant Key Message
Relevant standard/ learning focus*	<p>Regularly engage in periods of moderate to vigorous physical activity and describe their feelings about participation in physical activity (L1).</p> <p>Engage in sessions of moderate to vigorous physical activity and describe the link between physical activity and health (L2).</p>	
Links to other Domains/ Dimensions		
Suggested activity	<p>Organise a short skill session where students are active and cooperate in a mini- game situation.</p> <p>Play <i>Pepper</i> a game based on striking a ball such as cricket, T- ball or rounders. One batter and dispersed players. Whoever fields the ball pitches, throws or bowls the ball immediately to the batter. The game can be set up quickly (groups of 5 or more). The size of ball can be varied depending on age group; a larger ball can be used for younger students.</p> <p>A short video is available on the CD- ROM that demonstrates how to set up a small group.</p>	
Resource for further examples	<p>Playing for life A-Z activities listing Start out, Pepper</p>	

		Relevant Key Message
Relevant standard/ learning focus*	<p>Regularly engage in periods of moderate to vigorous physical activity and describe their feelings about participation in physical activity (L1).</p> <p>Engage in sessions of moderate to vigorous physical activity and describe the link between physical activity and health (L2).</p>	
Links to other Domains/Dimensions	Civics and Citizenship	
Suggested activity	<p>A ball rolling game that was played by Aboriginal people in the Lake Eyre district of South Australia. The ball is called a koolchee. Several variations are shown. Koolchees are rolled either to hit other koolchees or to knock over a skittle.</p> <p>A short video is available on the CD-ROM that demonstrates how to set up a small group.</p>	
Resource for further examples	<p>Playing for life A-Z activities listing Get into it, Koolchees</p> <p>Yulunga: Traditional Indigenous Games www.ausport.gov.au/participating/indigenous/games</p>	
		Relevant Key Message
Relevant standard/ learning focus*	<p>Regularly engage in periods of moderate to vigorous physical activity (L1).</p> <p>Use simple vocabulary to describe the physical responses of their bodies to activity (L1).</p> <p>Demonstrate basic motor skills and movement patterns (L1).</p>	
Links to other Domains/ Dimensions		
Suggested activity	<p>Engage students in a warm up game 'The Magic Whistle'. A game that takes students through a variety of movement patterns and changes their heart rate and breathing rate. Discuss and name the changes felt.</p>	
Resource for further examples	<p>Smartplay Primary School Activity Resource, Warm Up Activity www.smartplay.com.au</p>	

A3

Active Living

Prep–Year 2

Opportunities to **promote and encourage students to be active outside the hours of the school day**

Domain/Dimension	Mathematics/Measurement
Relevant standard/ learning focus*	<p>Collect and display data related to their own activities using simple pictographs (L1).</p> <p>Collect simple categorical and numerical data (count of frequency) and present this data using pictographs and simple bar graphs (L2).</p>
Links to other Domains/Dimensions	Health and Physical Education
Suggested activity	<p>Use 'hands up' survey strategy to gather data against the question, 'What do you do at home after school?' Provide a list of activities to switch from those that are screen-based to those that are active.</p> <p>Monitor and discuss results over time.</p>
Resource for further examples	<p>Ride2School Hands Up! worksheets www.bv.com.au/join-in/125/ (Provides a description of how to use the hands up strategy).</p> <p>Switch-2-Activity (Note this resource is aimed at Years 5–6 however it provides examples of activities in which students are active rather than those that are screen-based.)</p>

Relevant Key Message



**TURN OFF,
SWITCH
TO PLAY**



**MOVE,
PLAY
AND GO**

Relevant standard/ learning focus*	<p>Collect and display data related to their own activities using simple pictographs (L1).</p> <p>Collect simple categorical and numerical data (count of frequency) and present this data using pictographs and simple bar graphs (L2).</p>
Links to other Domains/Dimensions	Civics and Citizenship
Suggested activity	<p>Discuss with students how they get to school.</p> <p>Make a picture graph of the different ways students get to school.</p> <p>Discuss alternative ways of getting to school other than using the car.</p> <p>Discuss safe travel from home to school and return.</p> <p>Organise parent information to run a travel to school day that reduces the use of cars and increases physical activity.</p>
Resource for further examples	<p>TravelSmart</p> <p>Schools Curriculum resources, School Travel Planning Guide</p> <p>www.travelsmart.vic.gov.au</p>



Domain/Dimension	English/Writing
Relevant standard/ learning focus*	<p>Write personal recounts and simple texts about familiar topics to convey ideas or messages (L1).</p> <p>Write short sequenced texts that include some related ideas about familiar topics (L2).</p>
Links to other Domains/ Dimensions	
Suggested activity	Students draw and describe the active play in which they participate after school.
Resource for further examples	Switch-2-Activity

Relevant Key Message



Relevant Key Message



Domain/Dimension	Health and Physical Education
Relevant standard/ learning focus*	At Level 1 and 2 students work towards Level 3 standards for Health knowledge and promotion. Identify basic safety skills and strategies at home, school and in the community, and describe methods for recognising and avoiding harmful situations.
Links to other Domains/Dimensions	English/ Speaking and listening
Suggested activity	Go on a group walk. Stop along the way at suitable locations and spend about 10 minutes each time observing and discussing what they can see: <ul style="list-style-type: none"> • Observe the types of vehicles using the roads. • Note and discuss road and footpath features. • Look for anything that could be a hazard. Discuss how to avoid harmful situations.
Resource for further examples	Kids On The Move Sample activity number 1 http://www.arrivealive.vic.gov.au/node/124

Relevant Key Message



**STRIDE AND
RIDE**

B1

Healthy Eating

Prep–Year 2

Opportunities for students to **discuss and make good food choices (limiting occasional foods)**

Domain/Dimension	Health and Physical Education
Relevant standard/ learning focus*	<p>Learning focus (no standard at this level).</p> <p>Students learn about how foods differ in look, taste, feel and smell, and begin to understand how good food choices contribute to an active and healthy life (L1).</p> <p>With guidance, they learn to make healthy food choices according to healthy eating models, and to consider the factors that influence their choice of foods (L2).</p>
Links to other Domains/Dimensions	English/Writing
Suggested activity	<p>Use the Australian Guide to Healthy Eating as a guide and develop posters with examples of healthy foods.</p> <p>Use magazines, food catalogues or other relevant images for students to create examples of healthy foods. Students label their poster.</p> <p>Discuss a healthy eating model such as the healthy living pyramid.</p>
Resource for further examples	<p>Go for 2 and 5</p> <p>Australian Guide to Healthy Eating http://www.health.gov.au/internet/main/publishing.nsf/Content/health-pubhlth-strateg-food-guide-index.htm</p> <p>Fruit + Veg</p> <ul style="list-style-type: none"> • Healthy Living Pyramid, p101 • Taste test questionnaire, p23 • Activity 2.1, Using my sense to discover food activity, p52 • Activity 2.2, Describing food tastes, p53 • Activity 2.5, Colours and shapes of food, p55 • Activity 2.9, What food is that? p56

Relevant Key Message



TAP INTO WATER EVERYDAY



PLANT FRUIT & VEG IN YOUR LUNCHBOX



LIMIT 'OCCASIONALLY' FOODS

Relevant standard/ learning focus*	Learning focus (no standard at this level). With guidance, they learn to make healthy food choices according to healthy eating models (L1 and L2).
Links to other Domains/Dimensions	English/Writing
Suggested activity	Students discuss the foods they eat during the day. Make a list of the meal times. Students create a collage of the foods eaten. Discuss foods that are eaten often, sometimes and occasionally.
Resource for further examples	Fruit + Veg <ul style="list-style-type: none"> • Activity 3.2, What I eat, When I eat, p57 • Activity 6.3, A healthy pie, p71

Relevant Key Message



**TAP INTO
WATER
EVERYDAY**



**PLANT
FRUIT & VEG
IN YOUR
LUNCHBOX**



**LIMIT
'OCCASIONALLY'
FOODS**

Relevant standard/ learning focus*	Learning focus (no standard at this level). Explore the basic health needs that must be met to maintain or promote health and to help them grow and develop.
Links to other Domains/Dimensions	
Suggested activity	Explore hydrating before, during and after physical activity. Provide an opportunity to drink tap water before, during and after physical activity. Explain the importance of hydrating to stay healthy and perform better in games and in the classroom.
Resource for further examples	Smartplay Primary School Activity Resource Drink Up fact sheet, Drink Up fact sheet for CALD communities www.smartplay.com.au

Relevant Key Message



**MOVE,
PLAY
AND GO**



**TAP INTO
WATER
EVERYDAY**

B2

Healthy Eating

Opportunities for students to **grow, prepare and taste healthy foods**

Prep–Year 2

Domain/Dimension	Health and Physical Education
Relevant standard/ learning focus*	Learning focus (no standard at this level). With guidance, they learn to make healthy food choices according to healthy eating models (L1 and L2).
Links to other Domains/Dimensions	Civic and Citizenship
Suggested activity	Students host a classroom celebration for family members. Foods should consist mainly of foods which are from the 'eat regularly' category of the Australian Guide to Healthy Eating. Where possible, encourage students to bring in foods that are family favourites where they have helped in the food preparation. Ensure consideration of allergy/intolerance issues.
Resource for further examples	<p>Fruit + Veg</p> <ul style="list-style-type: none"> • Fiesta activity and associated recipes, p17–p20 • Activity 3.5, Habits and customs for serving food, p59 <p>Activ–ate</p> <p>A Celebration of Food http://education.qld.gov.au/schools/healthy/active-ate/activities.html</p> <p>Anaphylaxis</p> <p>School reference guide, food safety in schools and food handling regulations. http://www.education.vic.gov.au/management/governance/referenceguide/enviro/4_4.htm</p> <p>VIC allergy info on DEECD www.education.vic.gov.au/healthwellbeing/health/anaphylaxis.htm</p>

Relevant Key Message



TAP INTO WATER EVERYDAY



PLANT FRUIT & VEG IN YOUR LUNCHBOX



LIMIT 'OCCASIONALLY' FOODS

Relevant standard/ learning focus*	Learning focus (no standard at this level). With guidance, they learn to make healthy food choices according to healthy eating models (L1 and L2).
Links to other Domains/Dimensions	Civic and Citizenship English/Writing
Suggested activity	Students help plan, prepare and take part in a picnic for their class, family and friends. Recipes should be sent home for pre-approval to ensure that all allergy/intolerance issues have been addressed. Students create a class book about their shared experience.
Resource for further examples	Activ-ate Picnic Fun http://education.qld.gov.au/schools/healthy/active-ate/activities.html Anaphylaxis School reference guide, food safety in schools and food handling regulations. http://www.education.vic.gov.au/management/governance/referenceguide/enviro/4_4.htm VIC allergy info on DEECD www.education.vic.gov.au/healthwellbeing/health/anaphylaxis.htm

Relevant Key Message



**TAP INTO
WATER
EVERYDAY**



**PLANT
FRUIT & VEG
IN YOUR
LUNCHBOX**



**LIMIT
'OCCASIONALLY'
FOODS**



Domain/Dimension	English/Writing
Relevant standard/ learning focus*	Write texts that convey ideas and information to known audiences (L2).
Links to other Domains/Dimensions	Health and Physical Education
Suggested activity	Students create fruity kebabs. They describe how it tastes, feels, and smells. Students write a procedural text to describe the steps used to make it.
Resource for further examples	'Go for your life' Healthy canteen kit Student Learning Activities, p20 http://www.education.vic.gov.au/management/schooloperations/healthycanteen/student_learning.htm

Relevant Key Message



**PLANT
FRUIT & VEG
IN YOUR
LUNCHBOX**



**LIMIT
'OCCASIONALLY'
FOODS**

B3

Healthy Eating

Prep–Year 2

Opportunities to **promote and encourage students to eat healthy foods outside the hours of the school day**

Domain/Dimension	Health and Physical Education
Relevant standard/ learning focus*	Learning focus (no standard at this level) With guidance, they learn to make healthy food choices according to healthy eating models.
Links to other Domains/Dimensions	English/Writing
Suggested activity	<p>Discuss cooking at home with an adult and safe food handling and preparation.</p> <p>Display the Kids in the Kitchen section on an interactive whiteboard or explore in small groups on individual computers.</p> <p>Students select a recipe that they would like to make at home with adult supervision and support. Download of the recipe card available.</p> <p>Provide a note home to explain that students are to help prepare the meal.</p> <p>Students create a recount of their experience.</p> <p>Ensure students are aware of the importance of cleaning their hands before preparing foods. Use the activity Clean Hands, Clean Foods to experiment with different ways to clean hands to remove moisturiser and nutmeg.</p>
Resource for further examples	<p>Kids in the Kitchen http://www.gofor2and5.com.au/recipes.aspx?c=3&a=20&n=171&rl=179</p> <p>Fruit + Veg Activity 1.1, Clean Hands, Clean Food, p49</p> <p>Food – a fact of life www.foodafactoflife.org.uk</p>

Relevant Key Message



**PLANT
FRUIT & VEG
IN YOUR
LUNCHBOX**



**LIMIT
'OCCASIONALLY'
FOODS**

Relevant standard/ learning focus*	Learning focus (no standard at this level). With guidance, they learn to make healthy food choices according to healthy eating models.
Links to other Domains/Dimensions	English/Writing The Arts
Suggested activity	Students assist in planning a class breakfast. A chart is developed to identify the equipment required and the menu. A letter home identifies the foods students need to bring from home to contribute to the breakfast. Recipes should be sent home for pre-approval to ensure that all allergy/intolerance issues have been addressed. Students could create a breakfast placemat that identifies healthy options that could be eaten for breakfast.
Resource for further examples	<p>Fruit + Veg</p> <ul style="list-style-type: none"> • Activity 3.3, Planning a fiesta feast, p58 • Activity 3.4, Breakfast letter, p61 • Activity 3.6, Breakfast placemat, p59 <p>Anaphylaxis</p> <p>School reference guide, food safety in schools and food handling regulations. http://www.education.vic.gov.au/management/governance/referenceguide/enviro/4_4.htm</p> <p>VIC allergy info on DEECD www.education.vic.gov.au/healthwellbeing/health/anaphylaxis.htm</p> <p>Food – a fact of life www.foodafactoflife.org.uk</p>

Relevant Key Message



**TAP INTO
WATER
EVERYDAY**



**PLANT
FRUIT & VEG
IN YOUR
LUNCHBOX**



**LIMIT
'OCCASIONALLY'
FOODS**

C1

Active Living

Years 3–6

Opportunities for students to **be active within class lessons focussing on domains that incorporate being active**

Domain/Dimension	Design, Creativity and Technology/Investigating and designing/Producing/Analysing and evaluating
Relevant standard/ learning focus*	Generate and communicate alternative design ideas in response to a design brief (L4). Use their production plan and select and work safely with a variety of materials (L4). Reflect on their designs as they develop them and use evaluation criteria (L4).
Links to other Domains/Dimensions	Health and Physical Education/ Movement and physical activity
Suggested activity	Design an obstacle course using PMP type equipment which requires the participant to use a range of physical skills to complete the circuit before a given time. Investigate suitable equipment and safety requirements. Describe your group's proposed plan and as a class decide on one group's plan to build the obstacle course and time each person in the class. Evaluate the plan using an agreed process.
Resource for further examples	Playing for life Companion books, Gymnastics, Start out and Get into it



Domain/Dimension	Science/Science knowledge and understanding
Relevant standard/ learning focus*	Explain the connections between systems in the human body and their various functions (L4).
Links to other Domains/ Dimensions	Mathematics/Chance and data
Suggested activity	Students measure resting heart rate and investigate effects of physical activity of different intensities. Students graph and interpret their results.
Resource for further examples	Switch-2-Activity Lesson 1: Physical activity and health

Relevant Key Message



Relevant Key Message



Domain/Dimension	Mathematics/Measurement/Chance and data
Relevant standard/ learning focus*	<p>Recognise and use different units of measurement including informal (e.g paces), formal (e.g centimetres) and standard metric measures (e.g metre) in appropriate contexts (L3).</p> <p>Use a column or bar graph to display the results of an experiment (L3).</p>
Links to other Domains/ Dimensions	
Suggested activity	<p>Students gather data to answer a research question such as 'how many steps do I take in a week at school?'</p> <p>Using a pedometer students record the number of steps travelled per day together with a description of their activities. Students present their data using an appropriate method. Interpret the data and make connections between being active and the number of steps taken during the day/ week. If possible challenge students over the next week to increase the number of steps. Discuss the ways students increased the number of steps taken during the day. Make a list of these examples and promote being active after the pedometer sessions to encourage continued activity.</p>
Resource for further examples	<p>ACHPER Resources for Teaching Primary Physical Education Pedometer Power</p> <p>Switch-2-Activity Pedometer activity, p50</p>



Domain/Dimension	Interpersonal Development/Working in teams
Relevant standard/ learning focus*	Work effectively in different teams and take on a variety of roles to complete tasks of varying length and complexity (L4).
Links to other Domains/ Dimensions	Health and Physical Education/ Movement and physical activity
Suggested activity	<p>Organise students in groups of 3 or 4 and provide each group with access to A– Z activities. Students select an activity and run it with a small group of students.</p> <p>The groups use the suggestions identified in <i>Change It</i> to modify the activity to suit the needs of the students.</p>
Resource for further examples	<p>Playing for life A– Z activities listing</p> <p>Playing for life Change It</p>

Relevant Key Message



**MOVE,
PLAY
AND GO**

Relevant Key Message



**MOVE,
PLAY
AND GO**

C2

Active Living

Years 3–6

Opportunities for students to **be active within class lessons focusing on domains that incorporate being active**

Domain/Dimension	Interpersonal Development/ Working in teams
Relevant standard/ learning focus*	Work effectively in different teams and take on a variety of roles to complete tasks of varying length and complexity, and accept responsibility for their role and tasks (L4).
Links to other Domains/Dimensions	Health and Physical Education/ Movement and physical activity Communication
Suggested activity	Lunchtime focus groups – Working in cooperative groups, Years 5–6 students take responsibility for running 'Activity Clinics' for younger students setting up stations, writing up plans, organising equipment and promoting sessions. Activity clinics could include minor games, sports or activities such as AFL football, soccer, netball, basketball or dance.
Resource for further examples	OZChild Program Peer Activity Leaders program




Domain/Dimension	Health and Physical Education/ Movement and physical activity
Relevant standard/ learning focus*	Participate regularly in physical activities for the purpose of improving skill and health, and identify and describe the components of health-related fitness (L3). Maintain regular participation in moderate to vigorous physical activity and monitor exercise intensity (L4).
Links to other Domains/Dimensions	
Suggested activity	Provide students with a short break during the day to skip in preparation for a jump off for <i>Jump Rope for Heart</i> program.
Resource for further examples	Heart Foundation Eat Smart, Play Smart, p205–p206

Relevant Key Message



Relevant Key Message



		Relevant Key Message
Relevant standard/ learning focus*	<p>Participate regularly in physical activities for the purpose of improving skill and health, and identify and describe the components of health-related fitness (L3).</p> <p>Maintain regular participation in moderate to vigorous physical activity and monitor exercise intensity (L4).</p>	
Links to other Domains/Dimensions		
Suggested activity	<p>Organise a short skill session where students are active and cooperate in a game situation.</p> <p>End Ball – A game which develops students' skills in passing and teamwork. One player starts in the centre zone of the court with the ball, and passes the ball to team mates in each zone. The object is to get the ball to the end player. An opponent attempts to intercept the ball.</p> <p>An activity card is downloadable from the CD-ROM.</p> <p>Refer to the <i>Finish Up</i> section for advice on ways to conclude the activity, for example use the end of the session as an opportunity to reinforce messages and role model positive behaviour.</p> <p>Refer to Change it, section (downloadable PDF) and change elements of the game such as level of difficulty.</p>	
Resource for further examples	<p>Playing for life Companion books, Basketball, Get into it, End ball (Alternatively locate End ball via A–Z activities listing.)</p> <p>Playing for life Companion books, Basketball, Finish up, End ball</p> <p>Playing for life Change it: End ball, p12–p13.</p>	

Relevant standard/ learning focus*	Participate regularly in physical activities for the purpose of improving skill and health, and identify and describe the components of health-related fitness (L3). Maintain regular participation in moderate to vigorous physical activity and monitor exercise intensity (L4).
Links to other Domains/Dimensions	
Suggested activity	Boogalah – This was a ball game played by both genders of the Juwalarai people in New South Wales. A ball (boogalah) was made of sewn-up kangaroo skin. In playing the game, all of one Dhé, or totem, were team mates.
Resource for further examples	Yulunga: Traditional Indigenous Games Boogalah www.ausport.gov.au/participating/indigenous/games
Relevant standard/ learning focus*	Use equipment and space safely (L2).
Links to other Domains/Dimensions	English/Writing Arts/Creating and Making
Suggested activity	Find out what makes certain games and physical activities safe. Play small group games that require safety equipment. Discuss how the safety equipment protects the students from sports injury. Include active transport options such as walking and cycling in the conversations. Ask students to bring in different sports safety equipment to class or to draw or bring a picture of a sports star wearing protective equipment. Name the protective equipment and write it down.
Resource for further examples	Smartplay Primary School Activity Resource Gear Up Fact Sheet www.smartplay.com.au

Relevant Key Message



Relevant Key Message



C3

Active Living

Years 3–6

Opportunities to **promote and encourage students to be active outside the hours of the school day**

Domain/Dimension	Mathematics/Measurement
Relevant standard/ learning focus*	Use a column or bar graph to display the results of an experiment (L3).
Links to other Domains/Dimensions	Humanities–Geography/Geospatial skills
Suggested activity	<p>Survey or tally students to identify numbers of students that walk, ride, skate to school. Students calculate the mean for each class. Promote data at assembly and challenge students to improve the score. Monitor progress over time.</p> <p>Extension – As further motivation, use maps to estimate/ calculate distance students travel to school. Use map to demonstrate cumulative distance to an agreed location.</p>
Resource for further examples	<p>TravelSmart Schools Curriculum resources www.travelsmart.vic.gov.au</p>

Relevant Key Message



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Domain/Dimension	Mathematics/Numbers
Relevant standard/ learning focus*	Use decimals, ratios and percentages to find equivalent representations of common fractions (L4).
Links to other Domains/Dimensions	Civic and citizenship/Community engagement
Suggested activity	<p>Survey or tally students using the <i>Hands Up!</i> active travel surveys completed once a month. Each class records the number of students who walked, rode or were driven to school that morning. Calculate percentages and compare data of other schools provided on the worksheet.</p> <p>Regular monitoring has been shown to hasten behaviour change, because it helps maintain the focus on continual improvement.</p>
Resource for further examples	<p>Ride2School Hands Up! worksheets www.bv.com.au/join-in/125/</p>

Relevant Key Message



Domain/Dimension	Interpersonal Development/ Working in teams
Relevant standard/ learning focus*	Accept responsibility for their role and tasks (L4).
Links to other Domains/Dimensions	Humanities–Geography/Geospatial skills
Suggested activity	As part of school homework program, students select a Switch-2-Activity. The parent/guardian ticks a checklist as part of the process; alternatively students evaluate the activity as part of a reflection. Activities may include walking the dog, food preparation, students challenge their mum, dad, sister, brother, friend to complete an active task.
Resource for further examples	Switch-2-Activity

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Domain/Dimension	Thinking Processes/Creative thinking
Relevant standard/ learning focus*	Creative thinking strategies to generate imaginative solutions when problem solving (L4)
Links to other Domains/Dimensions	Personal learning/ Managing personal learning
Suggested activity	Place children into pairs to create their own active games as alternatives to watching TV, playing electronic games or using the computer/Internet, particularly after school. These activities should require minimal, if any, equipment (e.g. balls, balloons, skipping ropes, Hacky Sac), should be safe, and be something that children can feasibly do on their own or with friends. Students plan their own goals switching to activity and monitor their progress.
Resource for further examples	Switch-2-Activity Lesson 3: Creating active games, p23. Examples of different backyard activities www.dsr.nsw.gov.au/assets/pubs/kids_sport/Ks_childplay.pdf

Relevant Key Message



**TURN OFF,
SWITCH
TO PLAY**



**MOVE,
PLAY
AND GO**

Relevant Key Message



**TURN OFF,
SWITCH
TO PLAY**





**MOVE,
PLAY
AND GO**

D1

Healthy Eating

Years 3–6

Opportunities for students to **discuss and make good food choices (limiting occasional foods)**

Domain/Dimension	Health and Physical Education/ Health knowledge and promotion	Relevant Key Message
Relevant standard/ learning focus*	<p>Healthy eating practices and explain some physiological, social, cultural and economic reasons for people's food choices (L3).</p> <p>Describe the physical, social and emotional dimensions of health and establish health goals and plan strategies for improving their personal health (L4).</p>	 <p>PLANT FRUIT & VEG IN YOUR LUNCHBOX</p>
Links to other Domains/Dimensions	Thinking processes/Reasoning, processing and inquiry	
Suggested activity	<p>Discuss factors that influence food choice such as cost, taste, nutritional value, peer choice, mood and advertising.</p> <ul style="list-style-type: none"> • Ask questions based on these factors with students answering agree, disagree, unsure. • Analyse an advertisement. • Complete a food diary and discuss reasons for their choices. 	 <p>LIMIT 'OCCASIONALLY' FOODS</p>
Resource for further examples	<p>Fruit + Veg</p> <ul style="list-style-type: none"> • Theme 2 – My Food Choices, pp140-147 • Theme 3 – My Feelings about Food, P107 • Activity 2.1, Why Do We Eat, p103 • Activity 1.7, My Snacking Habits, p100 • Activity 3.1, Food Moods, P107 • Activity 3.5, My Food Goal, p108 • Activity 3.4, My Food Pyramid, p108 <p>Activ-ate</p> <p>Let's Investigate Food</p> <p>http://education.qld.gov.au/schools/healthy/active-ate/activities.html</p>	

Domain/Dimension	English/Reading, Writing
Relevant standard/ learning focus*	Read, interpret and respond to a wide range of literary, everyday and media texts in print and in multimodal formats. They analyse these texts and support interpretations with evidence drawn from the text (L4).
Links to other Domains/Dimensions	Health and Physical Education/Health knowledge and promotion
Suggested activity	<p>Discuss with students the importance of drinking water rather than sugary drinks.</p> <p>Read the text <i>Why no sweet drinks for children?</i> in a reading session.</p> <p>Alternatively use excerpts of this text to create your own resource sheet to suit your students' needs.</p> <p>Students analyse the text to establish reasons why students should tap into water. They create their own information product. Compare with existing Kids - 'Go for your life' <i>Drink water not sugar</i> resource.</p>
Resource for further examples	<p>Why no sweet drinks for children?</p> <p>Drink water not sugar</p> <p>Home Economics Victoria's Food Challenges Resource The 7 problems with fast food case study and written response, p97</p> <p>Defenders of the Tooth Drink Well Tip Card and Drink Tip Sheet. http://www.dhsv.org.au/defenders/defenders.html#/Parents_and_Teachers/</p>

Relevant Key Message



Domain/Dimension	Health and Physical Education/Health knowledge and promotion
Relevant standard/ learning focus*	Healthy eating practices and explain some physiological, social, cultural and economic reasons for people's food choices (L3).
Links to other Domains/Dimensions	Science/Knowledge and understanding Civics and Citizenship/Community engagement
Suggested activity	Provide a range of sugary based drinks to observe. Ask students to predict how many teaspoons of sugar would be in each drink. Use the information sheet <i>Sugar Display</i> to make a display of the sugar for each drink. Create a display in the form of a poster that includes data such as a graph to promote their findings to other students and the community.
Resource for further examples	Sugar Display: How much sugar in this drink? Sweet Drink Demonstration Fruit + Veg <ul style="list-style-type: none"> • Activity 5.1, What makes people different? p114 • Activity 5.2, Food for special occasions, p115

Relevant Key Message



TAP INTO WATER EVERYDAY

Domain/Dimension	Health and Physical Education/Health knowledge and promotion
Relevant standard/ learning focus*	Describe the physical, social and emotional dimensions of health and establish health goals and plan strategies for improving their personal health (L4).
Links to other Domains/Dimensions	Science/Knowledge and understanding ICT for visualising thinking
Suggested activity	Students compare healthy food options with unhealthy choices to see how this affects the amount of activity they need to do. Use the <i>Energy Balancer</i> , a unique interactive tool that highlights the importance of regular physical activity for burning off the 'energy' we obtain from food and drink. <i>Be aware of body image sensitivity when running this activity.</i>
Resource for further examples	Energy Balancer (Flash animation) http://mm.afl.com.au/1seven/flash/kids/eb.html

Relevant Key Message



TAP INTO WATER EVERYDAY



PLANT FRUIT & VEG IN YOUR LUNCHBOX



LIMIT 'OCCASIONALLY' FOODS

Relevant standard/ learning focus*	Identify healthy eating practices and explain some physiological, social, cultural and economic reasons for people's food choices (L3).
Links to other Domains/Dimensions	ICT for visualising thinking
Suggested activity	<p>As a precursor to using the interactive activity <i>Weigh up your Lunchbox</i>. Encourage students to rate their lunchbox using a scale from not very healthy to very healthy.</p> <p>Students use the interactive activity <i>Weigh up your Lunchbox</i>, to add items to their lunchbox to create a healthy lunch. When they're done, they weigh up their lunch and see how healthy it really is.</p> <p>After the activity discuss relationships between foods and being healthy.</p> <p>Encourage students to identify the healthy options and select these for their lunchboxes over the following weeks.</p>
Resource for further examples	<p>Weigh up your Lunchbox (Flash animation)</p> <p>www.goforyourlife.vic.gov.au/hav/articles.nsf/html/index.html?Open</p>

Relevant Key Message



**TAP INTO
WATER
EVERYDAY**



**PLANT
FRUIT & VEG
IN YOUR
LUNCHBOX**



**LIMIT
'OCCASIONALLY'
FOODS**

D2

Healthy Eating

Years 3–6

Opportunities for students to **grow, prepare and taste healthy foods**

Domain/Dimension	Health and Physical Education/ Health knowledge and promotion
Relevant standard/ learning focus*	Describe the physical, social and emotional dimensions of health and establish health goals and plan strategies for improving their personal health (L4).
Links to other Domains/Dimensions	Personal Learning/Managing personal learning
Suggested activity	Students consider an aspect of their diet that they would like to improve. They list their short-term goal with some strategies to help them achieve their healthy eating goal.
Resource for further examples	Fruit + Veg Student resource sheet, p138
Relevant standard/ learning focus*	
Links to other Domains/Dimensions	
Suggested activity	Students review their lunches over a week. They identify what is the same and what is different about each lunch. Students analyse their lunches and identify those foods that are from the Everyday, Select Carefully or Occasionally category. Care needs to be taken with this type of activity creating a learning environment where students are not ostracised as a result of their lunches; students are not always responsible for what appears in their lunchbox.
Resource for further examples	'Go for your life' Healthy canteen kit Student learning activities Activity 1, The why, what and where about eating lunch, p25 and 33 http://www.education.vic.gov.au/management/schooloperations/healthycanteen/student_learning.htm

Relevant Key Message



**TAP INTO
WATER
EVERYDAY**



**PLANT
FRUIT & VEG
IN YOUR
LUNCHBOX**



**LIMIT
'OCCASIONALLY'
FOODS**

		Relevant Key Message
Relevant standard/ learning focus*	Identify healthy eating practices and explain some physiological, social, cultural and economic reasons for people’s food choices (L3).	 PLANT FRUIT & VEG IN YOUR LUNCHBOX  LIMIT 'OCCASIONALLY' FOODS
Links to other Domains/Dimensions	English/Reading Mathematics/ Measurement	
Suggested activity	Students grow their own produce in the school vegetable garden and use to create healthy food. Alternatively walk to local fruit and vegetable grocer/supermarket to purchase items listed in their selected recipe. Students follow a recipe to create food items using safe food handling procedures. Recipes should be sent home for pre-approval to ensure that all allergy/intolerance issues have been addressed.	
Resource for further examples	Fruit + Veg Recipes 81– 90 Stephanie Alexander Kitchen Garden Foundation Home Economics Victoria’s Food Challenges resource Food Challenge 3, p105 – Order from publications section of www.homeeconomics.com.au Heart Foundation Eat Smart, Play Smart (food handling procedures and recipes) ‘Go for your life’ Healthy Canteen Kit Student learning activities http://www.education.vic.gov.au/management/schooloperations/healthycanteen/student_learning.htm Anaphylaxis School reference guide, food safety in schools and food handling regulations http://www.education.vic.gov.au/management/governance/referenceguide/enviro/4_4.htm Food – a fact of life www.foodafactoflife.org.uk	

Relevant standard/ learning focus*	Identify healthy eating practices and explain some physiological, social, cultural and economic reasons for people's food choices (L3).
Links to other Domains/Dimensions	
Suggested activity	Use the <i>Stupendous Lunchbox Safari</i> to promote new ideas to make packing lunchboxes easier for parents and kids. Students select from easy-to-make recipes for every day of the week that include Magnificent Mexican, Marvellous Middle Eastern, Vibrant Vietnamese, Inspiring Italian and the Awesome Aussie sandwich.
Resource for further examples	1 Seven Stupendous Lunchbox Safari http://1seven.com.au/Kids/StupendousLunchboxSafari/ tabid/10441/Default.aspx

Relevant Key Message



PLANT
FRUIT & VEG
IN YOUR
LUNCHBOX




LIMIT
'OCCASIONALLY'
FOODS

Domain/Dimension	Interpersonal Development/ Building social relationships
Relevant standard/ learning focus*	Support each other by sharing ideas and materials, offering assistance, giving appropriate feedback and acknowledging individual differences (L3).
Links to other Domains/Dimensions	
Suggested activity	Fruit and veg points – Organise and run an award program to encourage students to eat pieces of fruit or vegetables during the day. Students are awarded 1 point for each piece of fruit or vegetable eaten per day during fruit and veg break. Reach targets to receive a class award. Leading class at the end of term gets a fruit platter.
Resource for further examples	Fruit + Veg

Relevant Key Message



PLANT
FRUIT & VEG
IN YOUR
LUNCHBOX




Domain/Dimension	Design, Creativity and Technology/Investigating and designing/Producing/Analysing and evaluating	Relevant Key Message
Relevant standard/ learning focus*	<p>Generate and communicate alternative design ideas in response to a design brief (L4).</p> <p>Use their production plan and select and work safely with a variety of materials (L4).</p>	
Links to other Domains/Dimensions	Science/Science knowledge and understanding	
Suggested activity	<p>Students design and produce a 'pizza box oven' to heat a healthy snack such as a melted cheese muffin.</p> <p>Students choose materials that absorb/reflect/insulate heat energy from the sun in their design using a pizza box as the basic starting point and material such as black paper, aluminium foil and clear plastic sheets.</p>	
Resource for further examples	<p>Heart Foundation Eat Smart, Play Smart (food handling procedures and recipes)</p> <p>Pizza box oven fact sheet: www.csiro.au/helix/sciencemail/activities/SolarOven.html</p>	

D3

Healthy Eating

Years 3–6

Opportunities to **promote and encourage students to eat healthy foods outside the hours of the school day**

Domain/Dimension	Health and Physical Education/ Health knowledge and promotion	Relevant Key Message
Relevant standard/ learning focus*	Identify healthy eating practices and explain some physiological, social, cultural and economic reasons for people's food choices (L3).	
Links to other Domains/Dimensions	Communication/ Presenting Interpersonal Development/ Working in teams	
Suggested activity	<p>Students assist in planning a class breakfast. A chart is developed to identify the equipment required and the menu. A letter home identifies the foods students need to bring from home to contribute to the breakfast.</p> <p>Recipes should be sent home for pre-approval to ensure that all allergy/intolerance issues have been addressed.</p> <p>Students could create a breakfast placemat that identifies healthy options that could be eaten for breakfast.</p>	
Resource for further examples	<p>Fruit + Veg</p> <ul style="list-style-type: none"> • Activity 3.3, Planning a fiesta feast, p58 • Activity 3.4, Breakfast letter, p61 • Activity 3.6 Breakfast placemat, p59 <p>Food – a fact of life www.foodafactoflife.org.uk</p>	 <p>TAP INTO WATER EVERYDAY</p>  <p>PLANT FRUIT & VEG IN YOUR LUNCHBOX</p>  <p>LIMIT 'OCCASIONALLY' FOODS</p>

Relevant standard/ learning focus*	<p>Identify healthy eating practices and explain some physiological, social, cultural and economic reasons for people's food choices (L3)</p> <p>Analyse and explain physiological, social, cultural and economic reasons for food choices and analyse and describe food selection models (L4)</p>
Links to other Domains/Dimensions	English/Writing
Suggested activity	<p>Provide students with access to the information on <i>Fill Your Plate With Colour</i> which describes the different coloured foods that can be selected to create a healthy meal.</p> <p>From the lists students select a range of fruits and vegetables that they will eat in a meal prepared at home with an adult.</p> <p>Students write a reflection on the meal and share as a class.</p>
Resource for further examples	<p>1 Seven</p> <p>Fill Your Plate With Colour</p> <p>http://1seven.com.au/Kids/KidsArticle/tabid/10042/Default.aspx?newsId=29236</p>

Relevant Key Message



**TAP INTO
WATER
EVERYDAY**



**PLANT
FRUIT & VEG
IN YOUR
LUNCHBOX**



**LIMIT
'OCCASIONALLY'
FOODS**

Recommended Resources

Kids – ‘Go for your life’

www.goforyourlife.vic.gov.au/kids

Kids – ‘Go for your life’ is a state-wide initiative to support early childhood services and primary schools to create environments that promote healthy eating and physical activity/active play. This Program is funded by the State Government and managed by Diabetes Australia – Vic and Cancer Council Victoria.

‘Go for your life’

www.goforyourlife.vic.gov.au

‘Go for your life’ is a Victorian Government initiative which aims to promote healthy eating and increase levels of physical activity to all Victorians. Visit the website for hundreds of ideas to help you stay happy, healthy and active.

Kids – ‘Go for your life’ Fruit + Veg Program

www.goforyourlife.vic.gov.au/hav/articles.nsf/practitioners/FV_resources?Open

Learn how to encourage children to plan, prepare, taste and be creative with fruit and vegetables. The Fruit + Veg program offers exciting opportunities for staff to attend training workshops to increase the consumption of vegetables and fruit among primary school aged children. It provides a range of classroom and whole of school strategies. Supporting resources include a comprehensive teachers’ manual with simple, fun classroom ideas which reflect the Victorian Essential Learning Standards. The manual also features new recipes, parent newsletters, inserts and fact sheets on linking in with retailers.

‘Go for your life’ Healthy Canteen Kit – Student learning activities

http://www.education.vic.gov.au/management/schooloperations/healthycanteen/student_learning.htm

‘Go for your life’ Healthy Canteen Kit – Student Learning Activities contains student learning activities that are designed to support a whole-of-school commitment to move towards a healthier school environment.

ACHPER

www.achper.vic.edu.au

The Australian Council for Health, Physical Education and Recreation Inc. (ACHPER) is the peak professional, association representing professionals working in the fields of health, physical education, human movement studies, sport, recreation, dance and community fitness. It is a member based, not for profit organisation with a highly credible national profile. ACHPER’s PHASE Professional Development Program aims to increase the knowledge, skills and confidence of teachers in health, physical and sport education. PHASE provides a range of programs for primary teachers, with free resources and publications for sale available via the ACHPER website.

Kids – ‘Go for your life’

Curriculum Planning Resource

Activ-ate website

www.education.qld.gov.au/schools/healthy/active-ate/

Web resources which include lots of healthy and fun classroom activities, fact sheets for teachers, student worksheets, parent newsletter inserts and ‘groovy moves’ for daily physical activity programs.

Australian Health Promoting Schools Association

www.ahpsa.org.au

This site provides information on what a health promoting school is and links to other organisations. There is also information on membership, state branches and upcoming conferences.

The Australasian Society of Clinical Immunology and Allergy (ASCIA)

www.allergy.org.au

A professional medical organisation, comprised predominantly of clinical immunologists, allergy specialists and immunology scientists providing advice about allergies.

Bicycle Victoria: Ride2School

www.bv.com.au/join-in/125/

This program works with schools to encourage more students to ride and walk to school. The website provides curriculum resources and classroom activities designed in-line with VELs.

Children’s Health Development Foundation

www.chdf.org.au

This site was developed by Centre for Health Promotion, Women’s and Children’s Hospital, Adelaide, South Australia. It provides resources and tools to promote health and well being in school communities, has information on creating healthy environments, working with communities, programs to address the issue of food insecurity and case studies on what other schools are doing.

The Daily Physical Activity Guide for Schools

Queensland Department of Sport and Recreation

<http://www.sportrec.qld.gov.au/Publications/dailyPhysicalActivityGuideforSchools.aspx>

The Daily Physical Activity Guide for Schools is a ‘how to’ manual for primary and secondary teachers that focuses on getting school children active and instilling positive attitudes towards an active lifestyle. The guide aims to help teachers incorporate physical activity into their daily teaching programs. The program’s emphasis is on fun and enjoyment of physical activity and is about making active living and learning a way of life.

Dental Health Services Victoria

www.dhsv.org.au/defenders/index.html

Defender of the Tooth: Munchgirl, Brushboy and Waterboy are a trio of superheroes who fight decay and empower children to protect their oral health. Includes a web-based, interactive ‘Children’s Adventure Playground’, parent and staff fact sheets, tip cards, posters and children’s swap cards.

Kids – 'Go for your life'

Curriculum Planning Resource

Food – a fact of life

The British Nutrition Foundation

www.foodafactoflife.org.uk

Food – a fact of life provides range of free resources such as lesson plans, classroom activities, PowerPoint presentations, worksheets, online interactive activities, interactive whiteboard activities, podcasts, posters, newsletters and fact sheets. The Foundation has developed these to support the teaching of food and nutrition in schools, by making it fun and easy to understand. Information is presented in a progressive way, supporting good teaching and learning.

There are tips on how teachers can cook in a primary classroom setting with limited resources. A wide variety of simple and tasty recipes and videos are also downloadable. There are videos demonstrating specific cooking skills, such as peeling and using a knife safely. The downloadable resources are available for early years, primary and secondary students.

Go for 2 and 5

www.gofor2and5.com.au/

A national campaign to encourage fruit and vegetable consumption. The website includes tips and recipes on fruit and vegetables as well as free brochures and posters.

Heart Foundation

www.heartfoundation.com.au

Eat Smart, Play Smart: This manual for out of school hours care (OSHC) can be purchased from the Heart Foundation. It contains information about healthy eating, food safety, specific nutrition related diseases (e.g. diabetes, food allergies), physical activity and useful resources and organisations. There are also over 100 recipes, in addition to cooking activities, information sheets for parents/guardians and plenty of ideas for games and activities suitable for children aged 5– 12 years. Manuals can be ordered from the Heart Foundation by calling 1300 36 27 87.

Home Economics Victoria's Food Challenges resource for upper primary

Home Economics – Victoria

Available for purchase from the publications section of: www.homeeconomics.com.au

Food Challenges invites students to appreciate great food, have a go at making it themselves and, above all, take lifetime ownership of their health.

Kids – 'Go for your life' Switch– 2– Activity [\(available as a PDF\)](#)

This innovative classroom– based curriculum resource for Year 5–6 helps students develop the knowledge and skills to create healthier lifestyles by reducing television time and increasing physical activity. The resource is linked to the Victorian Essential Learning Standards. Developed and researched by Deakin University, it has been shown to change children's behaviour.

Kids – ‘Go for your life’

Curriculum Planning Resource

Kids On the Move

www.arrivealive.vic.gov.au/node/124

Kids On The Move is Victoria’s key traffic safety education resource for primary schools. It targets a minimum level of traffic safety education for children in Prep to Year 2 and children transitioning from primary to secondary school (Years 6 and 7).

Bike Ed

<http://www.vicroads.vic.gov.au/Home/RoadSafety/RoadSafetyEducation/PrimarySchools/>

VicRoad’s Bike Ed program is designed for use with children aged 9 to 13 years to develop the skills they require for safe and independent riding on roads and paths. It involves a mix of practical activities conducted off-road (in the school grounds) and on-road (on local roads) together with classroom activities. Fully equipped Bike Ed trainers are available through VicRoads regions to support schools and community groups in delivering the program.

Marketfresh

www.marketfresh.com.au/mf.asp#

The Marketfresh Schools Program is designed to educate children about the importance of fruit and vegetables in their diets and the processes involved in bringing the produce to their home. Online materials assist students to learn about ‘fresh fruit and vegetables’ and flowers. The website consists of a Kids’ online section, recipes, and A–Z comprehensive reference guide of fruits and vegetables, nuts and herbs. A search engine enables students to locate information about particular produce of interest that assists students in their enquiry.

Nutrition Australia

www.nutritionaustralia.org/

The Healthy Schools Program provides a range of resources to purchase to support a whole-of-school approach to healthy eating. Also available are downloadable Nutrition Week kits, recipes and other nutrition fact sheets and activity sheets.

OZChild Program

www.ozchild.org.au/index.php?option=com_content&task=blogcategory&id=68&Itemid=69

The PAL (Peer Activity Leaders) program increases physical activity in schools while providing leadership opportunities and enhanced relationships between students.

The Parents Jury

www.parentsjury.org.au

The Parents Jury is a forum for parents to voice their views on children’s food and physical activity issues, and to collectively advocate for the improvement of children’s food and physical activity environments (e.g. reduced marketing targeted at young children, more healthy choices for school canteens, making neighbourhoods safer, and more child-friendly active transport to and from school).

Kids – 'Go for your life'

Curriculum Planning Resource

Play 5, Teacher Manual

Australian Council for Health, Physical Education and Recreation Inc.

Available to purchase from www.achper.org.au

Promotes the notion of students being involved in 10–15 minute bouts of physical activity, approximately five times a day in school and play time. Includes information for teachers, student diaries, equipment, playground markings, activity cards and parent information.

Playing for Life

A CD-ROM developed by the Australian Sports Commission's Active After-school Communities (AASC) program. For more information about these programs, visit www.ausport.gov.au or to order the resource visit www.ausport.gov.au/about/publications

The activities included in the Playing for Life kit are aimed at providing children in the 4–12 year age range with fundamental perceptual motor skills that will both provide a foundation in physical activity for later life and are able to be easily tailored to deliver modified sporting programs for juniors across over 70 different sports or activities.

The CD-ROM includes:

- Activities A–Z – activities aimed at providing students with a range of fundamental perceptual motor skills across various categories of sports and activities
- Change it – provides suggestions to take a game or activity and vary one or more of the elements to maximise participation and better meet player needs and game objectives.
- Coach's guide – is designed to assist community coaches to deliver fun, inclusive and safe sport and physical activity programs to children; programs that are tailored to children's interests and needs, that will energise them and allow them to experience the enjoyment and exhilaration that physical activity can provide.

1 seven: Move more, eat well

www.1seven.com.au/

This program promotes the messages Move More and Eat Well through schools, classrooms, homes and communities using web-based material, curriculum resources, games, giveaways and school visits from ambassadors and athletes from the AFL and Netball Australia.

Smartplay

www.smartplay.com.au/

Smartplay is Sports Medicine Australia's sports injury prevention program. Smartplay offers schools class activities to promote safer and healthier physical activity among students. Key messages include Warm Up, Drink Up and Gear Up. Smartplay also provides access to new research, policies, articles and guidelines, such as the Safety Guidelines for Children and Young People in Sport and Exercise.

Kids – 'Go for your life'

Curriculum Planning Resource

Stephanie Alexander Kitchen Garden Foundation

www.kitchengardenfoundation.org.au/

The aim of the Stephanie Alexander Kitchen Garden Foundation is to provide children with a pleasurable introduction to food education through growing, harvesting, preparing and sharing fresh, seasonal, healthy and delicious food. These hands-on experiences positively influence children's food choices, attitudes towards environmental sustainability, self esteem and working relationships with other children and adults.

TravelSmart

<http://www.travelsmart.gov.au/schools/index.html>

Provides schools around Australia to learn about and engage in healthier and more sustainable travel options through innovative programs and curriculum. Contains contemporary lesson plans to support teacher implementation of the curriculum. The lesson plans are a useful guide as examples of how to engage students using a range of thinking tools.

VIC allergy info on DEECD

www.education.vic.gov.au/healthwellbeing/health/anaphylaxis.htm

WHOLE Network

www.goforyourlife.vic.gov.au/whole

The Wellbeing and Health Organisation Links for Education (WHOLE) Network has been established to support Victorian primary school communities in their health and wellbeing programs.

The WHOLE Network provides:

- Links to a variety of health and wellbeing programs, organisations, resources and information through one website.
- A sample integrated health and wellbeing policy which includes the key health and wellbeing recommendations of all member organisations.
- Information to help guide your school's strategic plan, develop a new health and wellbeing policy or audit existing policies.

Yulunga Traditional Indigenous Games

www.ausport.gov.au/participating/indigenous/games

Yulunga is a new online activity resource of over 100 traditional Indigenous games created to provide all Australians with an opportunity to learn about, appreciate and experience aspects of Indigenous culture.

Suitable for children of all ages, abilities and backgrounds, Yulunga can be used in schools around Australia as an educational resource and as a guide to inclusive structured sport with communities.

Kids – 'Go for your life'

Kids – 'Go for your life' is a state-wide initiative funded by the Victorian Government and managed by Diabetes Australia – Vic and Cancer Council Victoria.

For more information:

Call **1300 739 899**

Fax **(03) 8648 1826**

1 Rathdowne St, Carlton VIC 3053

Visit **www.goforyourlife.vic.gov.au/kids**

Nutrition Australia's 'Go for your life' Canteens Advisory Service and Home Economics Victoria's Fruit + Veg program are partnering programs of Kids – 'Go for your life'.